

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 393R26	Instructor:	Tricia Mihal, LCSW-S
Unique Number:	61770	Email:	patricia.mihal@austin.utexas.edu
Semester:	Fall 2021	Office:	3.104A
Meeting Time:	Mondays 2:30-5:30p	Office Phone:	None
Meeting Place:	SSW 2.130	Office Hours:	Virtual only, Mondays 1:30 pm to 2:30 pm Other times by appointment

Theories and Methods of Group Intervention

I. STANDARDIZED COURSE DESCRIPTION

The course will cover current group intervention approaches used with children, adolescents, adults, and the elderly across a variety of settings. Students will develop a working understanding of children, adolescents, adults and the elderly from diverse backgrounds, affirming and respecting their strengths and differences in group settings. The course is grounded in the identification, analysis, and implementation of empirically- based intervention strategies for group work with children, adolescents, adults, and the elderly. This course will focus on using multiple perspectives in the advanced application of theories, models, and skills utilized in short-and longer-term group interventions. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Integrate theories and empirical research knowledge in selecting and using group work approaches with children, adolescents, adults, and the elderly
2. Demonstrate an advanced clinical knowledge of group work intervention and leadership roles and skills as they relate to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents, adults, and the elderly
3. Adapt group work intervention models, programs, and activities for use with children, adolescents, adults, and the elderly to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spiritual, physical or mental ability, developmental level, age, and national origin
4. Evaluate, select, and design group work programs, methods, and activities for children, adolescents, adults, and the elderly based upon their empirical base, practice utility, potential, range of applicability and limitations
5. Select and design group work programs, methods, and activities, and to then critically evaluate and analyze these group work approaches as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; (c) the value and ethical issues, including the student's own value system; and (d) the policy implications involved in delivery of group work services to children, adolescents, adults, and the elderly

6. Integrate and apply core and advanced group work skills and processes, including, but not limited to, creation and maintenance of the group, resolving conflict, dealing with challenging clients, working in the here-and-now, and fostering the therapeutic factors of group work
7. Implement and evaluate the effectiveness of group work interventions for children, adolescents, adults and the elderly
8. Demonstrate the ability to tailor group work interventions for children, adolescents, adults, and the elderly based on the context in which they are delivered
9. Demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in group work with children, adolescents, adults, and the elderly

III. TEACHING METHODS

This course is designed to include a variety of experiences intended to achieve the student educational outcome of mastering knowledge and skill in this area. Included will be lectures, readings, discussions, videos, and experientials. The class will be organized to utilize small groups for the development of group facilitation skills, and for the integration of these skills with researched and validated group work theory. Exercises to promote self-awareness in relation to group process will be stressed in both written assignments and in class interactions. Students will be asked to engage in informed discussion of the assigned readings and be asked to apply these readings to the experiential exercises and small group work. Teaching and learning will be collaborative and interactive.

IV. REQUIRED TEXT AND MATERIALS

Required Text:

Corey, G. (2016). *Theory and practice of group counseling* (9th ed.). Boston, MA: Cengage.

Yalom, I. D. (2020) *The theory and practice of group psychotherapy* (6th ed.) New York, NY: Basic Books.

N.B. Other required weekly readings and handouts will be posted on Canvas.

V. COURSE REQUIREMENTS

1. Class Attendance and Contribution

- a. Due to the format and content of this course, both attendance and contribution are imperative. Students are expected to be in class, or in extenuating circumstances, to notify the professor that they will be absent. Because attendance and participation are expected, a lack of these may adversely affect a student's final course grade, i.e., attendance and quality of contribution, as demonstrated by student preparation level, will determine if final course grades will be affected.
- b. Students will be allowed **one (1) absence**. Roll will be taken at the beginning of each class period (N.B. *Once students are known to the professor, this will not be verbal but will continue to be noted every class period*). In cases where a student misses more than one class period, the professor reserves the right to lower that student's final grade by **3% points for each class missed** after the first.

2. Exams, 50% (2 @ 25%)

- a. There will be **two exams**. Each exam will be worth 25% of the total course grade (for a cumulative worth of 50% of the final grade). The exams will be based on readings, discussions, presentations, videos, experiential exercises, and lecture material (including all guest lectures). The exams will consist of multiple-choice questions. Exams will cover the material indicated at the end of this syllabus; they will not be cumulative and there will be no comprehensive final exam. Please be punctual for exams! No one will be allowed admittance to an exam once the first completed exam is submitted.
- 3. Learning Reflection Writing Assignments, 30% (3 @ 10%)**
 - a. There will be three brief writing assignments (1-2 pages, double-spaced, 1" margins, 11-12 pt font) across the semester. DO NOT think "bigger is better." Concise writing is highly preferred over a "throw it all at the wall and see what sticks" approach. It is expected that these homework assignments will not exceed 3 pages; anything over 3 pages will result in a deduction of 5 points per excess page.
 - b. Each writing assignment will be worth 10% of the total grade (for a cumulative worth of 30%) and will be graded based on the clarity of thought, depth of reflection, and overall writing (i.e., spelling, grammar, and punctuation). They are designed to be reflective in nature, synthesizing the reading material with each student's unique perspective on the topics covered. Reflections are to discuss students' personal and professional learning about group membership and group leadership or group work in general; this can include how the readings relate to what has occurred in your semester-long small group. The purpose is to increase students' self-awareness, sophistication in professional use of self, evaluation of one's own practice, and active engagement in professional self-care. APA format is not required. As such, it is permissible to write from a first-person perspective and no references are required.
 - c. N.B. All assignments are to be submitted electronically through Canvas.
 - d. These Learning Reflection Writing Assignments are due at 5:00 pm on their assigned days. Late assignments will be accepted with penalties assessed based on arrival time; penalties will accrue at the rate of 5 points (out of 100 pts) for each 24-hour period late beginning immediately following the start of class time (e.g., the first homework is due September 27th at 5:00 pm; there will be a 5 pt penalty for assignments submitted from 5:01 pm that day until 5:00 pm on September 28th). Note that late submissions will only be accepted in the first week following an assignment's due date.
- 4. Small Group Participation**
 - a. Students will participate in a small experiential group across the semester. Each of you will have the opportunity to experience group membership and group leadership while deepening your self-awareness and knowledge of group process, professional use of self, and the critical importance of professional self-care. All groups will participate in a pre-group meeting during class to develop meeting locations and identify group goals, guidelines, and possible discussion themes. Group leadership should also be discussed during the pre-meeting. Students will alternate in roles, with each student taking on the role of group leader for at least one scheduled session (co-leadership is acceptable). At all times, groups should reflect adherence to social work values and ethics, including the maintenance of

confidentiality of group members. Group members are encouraged to engage in this learning with positive expectations for both themselves and their groups.

- b. This assignment will not be graded. As you are learners, I am not expecting the groups to be professionally facilitated, but rather to immerse the student in active learning while experiencing group stages and processes. I want you to feel comfortable exploring who you are in this type of group setting without worries or fears of being evaluated in the moment.
- 5. Small Group Analysis Paper, 20%**
- a. While your participation in the small experiential groups will not be evaluated, a post-group analysis paper will be required. It is expected that this paper will include reflection on the group experience (both as a member and leader), an analysis of the group (e.g., dynamics, leadership, conflict resolution, etc.) and an integration of the readings or other research.
 - b. Your Group Analysis Paper will be due at or before 5:00 pm on **November 29th** and must be submitted electronically through Canvas. It should be 3 – 4 pages in length (not including title page and references), written in APA format (Publication Manual of the American Psychological Association – Sixth Edition), double-spaced, with 1” margins, and in 11-12 pt font. Concise writing is expected such that these papers should not exceed 5 pages; anything over 5 pages will result in a deduction of 5 points per excess page. If you are unfamiliar with APA format, please see the American Psychological Association’s basics on APA style and/or Purdue University’s OWL site. Students are also encouraged to consult with the SSW writing consultant for assistance. Note that plagiarism is a serious violation of university rules and will be dealt with according to university policy.
 - c. Your analysis paper should be supported with relevant citations and referenced material and, as such, **MUST** include a reference list. You may use material from our course readings or outside referenced materials. Late assignments will be assessed penalties at the rate of 5 points (out of 100 pts) for each calendar day late beginning at 5:01 pm. Note that late submissions will only be accepted in the first week following an assignment’s due date.
 - d. Your paper should include:
 - i. Group composition, diversity (include diversity’s impact on the group), and location(s) utilized
 - ii. Group dynamics/interactions between members
 - iii. The degree to which your group was able to work in the here and now
 - iv. The leadership techniques and styles of the various facilitators
 - v. An assessment of the strengths and weaknesses of the group as a whole
 - vi. How your group handled such things as conflict, differences in opinions/styles, and termination of the group
 - vii. What you would do the same/different if you were the full-time SW for this group
 - viii. Personal reactions/observations re: what the experience was like for you as a group member and leader and how this may have differed from what you expected
 - e. Small Group Analysis Paper evaluation components will include:
 - i. Overall critical analysis, thought, clarity, and organization of the paper
 - ii. Use of specific instances from the group sessions in formulating analyses
 - iii. Correct APA format and structure, i.e., grammar, spelling, punctuation

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

- Students are expected to attend class sessions promptly and regularly, and participate in an interactive framework between collegiate students and professor.
- Please mute cell phones and refrain from texting and other non-class activities during class.
- During the time we are together for live classes, the use of internet-capable devices such as laptops, desktops, tablets, and smart phones is approved only for class-related activities. Please refrain from “multitasking” during this time period.
- Students are expected to **complete the readings prior to class** and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend class and demonstrate through discussion that one has comprehended the readings will be considered in assigning the final grade.
- Except in the case of extreme emergencies, **late assignments will not be accepted without penalty**. Students are expected to electronically submit all required assignments on or before the due date and time. Assignments submitted after the specified time will be considered late. If the due date is a problem, the student should contact the professor and negotiate whether another due date can be arranged well in advance.
- Students are expected to both learn and demonstrate knowledge of group work intervention theories and skills. Students will demonstrate their level of applied knowledge of group work interventions and skills with discussions, quizzes, and written assignments.
- If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. **FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.**
- Group work can raise emotional issues. The professor and students have the ethical responsibility to their colleagues to ensure that the class environment is maintained as a respectful and confidential setting.
- Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.
- In this class the professor uses Canvas — a Web-based course management system with password-protected access — to distribute course materials, communicate and collaborate

online, post grades, and receive submitted assignments. Canvas is used to provide access to course readings, PowerPoint presentations of lecture materials, and in-class exercises. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. or visiting <http://it.utexas.edu/>. Please plan accordingly.

- As a general rule, class discussions will not be routinely recorded. However, in the event that any portion of a class meeting is recorded, it will be for the sole use of students in this course. The information regarding violations of this policy listed below in this syllabus under Section VIII (University Policies), item 10 will apply.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding

students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance

Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Date	Week	Description/Topic	Readings
8/30	1	Introduction and Overview of Course Icebreaker activity Therapeutic Factors Group Cohesiveness	Syllabus Yalom, Ch 1, 3 OPT: Burlingame, Fuhriman, & Johnson, pp 373-379
9/6	2	No Class - UT Holiday Please use this time to read the assigned readings.	Yalom, Ch 2 Corey, Ch 1, 3
9/13	3	Interpersonal learning Types of Groups Group work standards and ethics Mutual aid Pre-group meeting for small groups	Gumpert & Black pp 61-74 Steinberg article Gitterman & Shulman, Ch 1
9/20	4	Multicultural perspectives on group work Leadership/Co-leadership <i>Small Group Meeting #1</i>	Corey, Ch 2 Yalom, Ch 5
9/27	5	Learning Reflection Writing Assignment #1 Due Today Selection of clients Assessing for level of care (LOC) Tailoring groups to LOC <i>Small Group Meeting #2</i>	Corey, Ch 5 Yalom, Ch 8

10/4	6	Group formation and stages Transition and working stages of groups <i>Small Group Meeting #3</i>	Corey, Ch 6, 7, 8 (pp 175-313) OPT: Yalom, Ch 10
10/11	7	Learning Reflection Writing Assignment #2 Due Today Problem group members Working with conflict <i>Small Group Meeting #4</i>	Yalom, Ch 11, 12 Wayne & Gitterman article
10/18	8	Prep for Exam #1 Exam 1 <i>Small Group Meeting #5</i>	
10/25	9	Review Exam #1 Psychoeducational groups Self-help groups <i>Small Group Meeting #6</i>	Zastrow, Ch 8 Gitterman & Knight article OPT: Corey, Ch 10 OPT: Yalom, Ch 14
11/1	10	Learning Reflection Writing Assignment #3 Due Today Psychoanalytic/psychodynamic groups Group S1E3, <i>Danger, danger!</i> <i>Small Group Meeting #7</i>	Yalom, Ch 6 Nakell article Malekoff articles Rodio & Holmes article
11/8	11	Dual diagnosis treatment Expressive arts Mindfulness-based groups <i>Small Group Meeting #8</i>	Topor, Grosso, Burt, & Falcon article Boldt & Paul article Hinchey article Goicoechea, Wagner, Yalom, & Medina article Sloan, Bovin, & Schurr article
11/15	12	Considerations for group work with LGBTQIA+ Groups for vulnerable and at-risk populations <i>Small Group Meeting #9</i>	Greif & Ephross, Ch 25 Schiller article Hall, Rosado, & Chapman article Lander article Myers article Jones article Haen & Thomas article Hines et al. article

11/22	13	Termination of groups Assessment/Evaluation Mutual growth/parallel processing <i>Small Group Meeting #10 - FINAL meeting</i>	Zastrow Ch 13 Rebmann article Corey, Ch 9
11/29	14	Small Group Analysis Paper Due Revisit Day 1 activity Guest Speaker	
12/6	15	Prep for Exam #2 Exam 2	

X. BIBLIOGRAPHY

Boldt, R. W., & Paul S. (2010). Building a creative-arts therapy group at a university counseling center. *Journal of College Student Psychotherapy*, 25(1), 39-52.

Burlingame, G. M., Fuhriman, A., & Johnson, J. E. (2001). Cohesion in group psychotherapy. *Psychotherapy*, 38(4), 373-379.

Corey, G. (2016). *Theory and practice of group counseling* (9th ed.). Boston, MA: Cengage.

Gitterman, A. (2005). Group formation: Tasks, methods, and skills. In A. Gitterman & L. Shulman (Eds.), *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (pp. 73-110). New York, NY: Columbia University Press.

Gitterman, A., & Knight, C. (2016). Curriculum and psychoeducational groups: Opportunities and challenges. *Social Work*, 61(2), 103-110.

Gitterman, A., & Shulman, L. (2005). The life model, oppression, vulnerability, resilience, mutual aid, and the mediating function. In A. Gitterman & L. Shulman (Eds.), *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (pp. 3-37). New York, NY: Columbia University Press.

Greif, G. L., & Ephross, P. H. (2005). Skills for working across populations at risk. In G. L. Greif & P. H. Ephross (Eds.), *Group work with populations at risk* (3rd ed., pp. 489-494). New York, NY: Oxford University Press.

Goicoechea, J., Wagner, K., Yahalom, J., & Medina, T. (2014). Group counseling for at-risk African American youth: A collaboration between therapists and artists. *Journal of Creativity in Mental Health*, 9, 69-82. doi: 10.1080/15401383.2013.864961

Gumpert, J., & Black, P. N (2006). Ethical issues in group work: What are they? How are they managed? *Social Work with Groups*, 29(4), 61-74. doi: 10.1300/J009v29n04_05

- Haen, C., & Thomas, N. (2018). Holding history: Undoing racial unconsciousness in groups. *International Journal of Group Psychotherapy*, 68(4), 498-520. doi: 10.1080/00207284.2018.1475238
- Hall, W. J., Rosado, B. R., & Chapman, M. V. (2019). Findings from a feasibility study of an adapted cognitive behavioral therapy group intervention to reduce depression among LGBTQ (Lesbian, Gay, Bisexual, Transgender, or Queer) young people. *Journal of Clinical Medicine*, 8, 1-16. doi:10.3390/jcm8070949
- Harvey, A. R. (2011). Group work with African-American youth in the criminal justice system: A culturally competent model. In G. L. Greif & P. H. Ephross (Eds.), *Group work with populations at risk* (3rd ed., pp. 238-252). New York, NY: Oxford University Press.
- Hinchey, L. M. (2018). Mindfulness-based art therapy: A review of the literature. *Inquiries Journal*, 10(05). Retrieved from <http://www.inquiriesjournal.com/a?id=1737>
- Hines, E. M., Hines, M. R., Moore, J. L., Steen, S., Singleton, P., Cintron, D., Golden, M. N., Traverso, K., Wathen, B., & Henderson, J. (2020). Preparing African American males for college: A group counseling approach. *The Journal for Specialists in Group Work*, 45(2), 129-145. doi: 10.1080/01933922.2020.1740846
- Jones, L. V. (2008). Preventing depression: Culturally relevant group work with Black women. *Research on Social Work Practice*, 18(6), 626-634. doi: 10.1177/1049731507308982
- Lander, K. (2020). A reflection on arts-based mindfulness group work and social change for LGBTQ youth. *Social Work with Groups*, 43(1-2), 86-91. doi: 10.1080/01609513.2019.1638652
- Lloyd, A. (Director). (2021). *Group*. [Online video series]. ALLArts. <https://allarts.org/programs/group/>
- Malekoff, A. (2009) Gatekeepers, gatecrashers, and gateways in group work with kids: A mystery story. *Social Work with Groups*, 32(3), 193-208. doi: 10.1080/01609510802711912
- Malekoff, A. (2014a). Essentials for group work with adolescents: Staying in the mess. In A. Malekoff (Ed.), *Group work with adolescents: Principles and practice* (3rd ed., pp. 21-37). New York, NY: The Guilford Press.
- Malekoff, A. (2014b). Good beginnings in group work: Socializing adolescents into the group culture. In A. Malekoff (Ed.), *Group work with adolescents: Principles and practice* (3rd ed., pp. 98-120). New York, NY: The Guilford Press.
- Myers, K. (2017). Creating space for LGBTQ youths to guide the group. *Social Work with Groups*, 40(1-2), 55-61. doi: 10.1080/01609513.2015.1067092

- Nakell, S. (2015). A healing herd: Benefits of a psychodynamic group approach in treating body-focused repetitive behaviors. *International Journal of Group Psychotherapy*, 65(2), 295-306.
- Rebmann, H. (2006). Warning-There's a lot of yelling in knitting: The impact of parallel process on empowerment in a group setting. *Social Work with Groups*, 29(4), 5-24. doi: 10.1300/J009v29n04_02
- Rodio, A. M., & Holmes, A. (2017). Lessons learned from ballroom dancing with older adults. *Social Work with Groups*, 40(1-2), 69-76. doi: 10.1080/01609513.2015.1066580
- Schiller, L. Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, 30(2), 11-26.
- Shechtman, Z., & Gluk, O. (2005). An investigation of therapeutic factors in children's groups. *Group Dynamics: Theory, Research, and Practice*, 9(2), 127-134.
- Shulman, L. (2005). Group work method. In A. Gitterman & L. Shulman (Eds.), *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (pp. 38-72). New York, NY: Columbia University Press.
- Sloan, D. M., Bovin, M. J., & Schnurr, P. P. (2012). Review of group treatment for PTSD. *Journal of Rehabilitation Research & Development*, 49(5), 689-702.
- Steinberg, D. M. (2010) Mutual aid: A contribution to best-practice social work. *Social Work with Groups*, 33(1), 53-68. doi: 10.1080/01609510903316389
- Topor, D. R., Grosso, D., Burt, J., & Falcon, T. (2013). Skills for recovery: A recovery oriented dual diagnosis group for veterans with serious mental illness and substance abuse. *Social Work with Groups*, 36(2-3), 222-235.
- Toseland, R., & Rivas, R. (2012). *An introduction to group work practice* (7th ed.). Boston, MA: Allyn & Bacon.
- Tucker, A. R. (2009) Adventure-based group therapy to promote social skills in adolescents. *Social Work with Groups*, 32(4), 315-329. doi: 10.1080/01609510902874594
- Wayne, J., & Gitterman A. (2004). Offensive behavior in groups: Challenges and opportunities. *Social Work with Groups*, 26(2), 23-34.
- Wilson, S., & Rice. S. (2011). Group work with older adults. In G. L. Greif & P. H. Ephross (Eds.), *Group work with populations at risk* (3rd ed., pp. 115-135). New York, NY: Oxford University Press.
- Yalom, I.D. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.

Zastrow, C. (2012). Social work with groups: A comprehensive work text. Belmont, CA: Brooks/Cole.